

2000

## Creating a web page for Centerville High School

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## Creating a web page for Centerville High School

### Abstract

The paper discusses the process taken to create a web site for Centerville High School. The audience for this web site includes current students, community members, and prospective families and business people. Information was collected regarding the resources, content, environment, and learners. The Applied Communications students worked in pairs to create several pages which include high school information, current fads, an opinion page, calendar of events, sports page, student spotlights, and faculty with their teaching assignments. The students would collect the information during the week so every Friday, in class, the groups would work on their section of the web site. This project took the entire second semester to complete.

CREATING A WEB PAGE FOR CENTERVILLE HIGH SCHOOL

A Graduate Project

Submitted to the

Division of Education

Department of Curriculum and Instruction

in Partial Fulfillment

of the Requirements for the Degree

Master of Arts

UNVIERSITY OF NORTHERN IOWA

By

Catherine Lechtenberg

July, 2000

This Project by: Catherine Lechtenberg

Titled: Creating a Web Page for Centerville High School

has been approved as meeting the research requirement for the

Degree of Master of Arts.

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Date Approved

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Date Approved

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## Abstract

The paper discusses the process taken to create a web site for Centerville High School. The audience for this web site includes current students, community members, and prospective families and business people. Information was collected regarding the resources, content, environment, and learners. The Applied Communications students worked in pairs to create several pages which include high school information, current fads, an opinion page, calendar of events, sports page, student spotlights, and faculty with their teaching assignments. The students would collect the information during the week so every Friday, in class, the groups would work on their section of the web site. This project took the entire second semester to complete.

## Introduction

Today more and more people are getting online. Business Week requested Baruch College-Harris Poll to survey a thousand households. The poll showed “82 percent of those who use the Internet or an online service search for information. Seventy-five percent use it for education, 68 percent for news and 61 percent for entertainment” (Clayton, 1997, p.65). According to Clayton the average cost for a basic web page design and its posting is approximately \$250 per page. If the web design is done in-house it will cost approximately \$100 per page to post. Because more people and business people are accessing the web and web designers potentially make a profitable living, Centerville High School Applied Communication teachers believed designing a web page would be a valuable skill for students to learn. Also this would give students another opportunity to implement teamwork skills. According to Rindegard (1999) some large commercial web ventures are created by teams which consists of as many as a hundred people.

Knowing the above information and wanting to equip students with employable skills through real life situations, which is one of the goals for the Centerville High School Applied Communications class, the teachers asked the students if they wanted to create the high school web site. When the students proposed the idea to the superintendent, he was very excited and wanted to use the web page as a marketing tool for prospective families and business people. After much discussion the students decided to only design a page for the high school due to limited time and the number of students in the class. The students



also wanted the web page to be a place for their peers and community members to go for different types of information about the school.

The project that will be discussed is creating a web site for Centerville High School with an audience of current students, community members, and prospective families and business people. The instructors' goals are to equip students with basic web designing skills and provide an opportunity for students to enhance their communication and group working skills.

Hypertext Markup Language (HTML) is the language used to create web pages. The students did not learn HTML because they used the web feature in Microsoft Publisher 98.

### Methodology

Most articles were selected from Central College's library because it has an extensive online resource database from which the author could print the document. The books were from the author's personal library. The criteria for selection were whether or not the resource could answer at least one of the following questions: Did the resource state the elements of good web design? Did the resource provide information on how to improve web design? Did the resource list skills needed for creating an effective web site? The references used could answer one or more of these questions.

### The Project

After gaining permission to create a high school web site, a needs assessment was conducted regarding resources, content, environment, and learner. Information was gathered through interviews with students, teachers, and the



technology coordinator; e-mail correspondence with the technology coordinator and the superintendent; exploring the Internet; and making personal observations.

### Resources

Current available resources available include the sixteen IBM compatible computers. Each loaded with Windows 95 with Microsoft Office 97 and Microsoft Publisher 98. The district had its own server and site address onto which we could upload the web page. Ideally, textbooks on how to use the web design aspect of both Microsoft programs would be available so the class would have some type of reference. Also the teachers wanted to buy a different type of program so the creation process would be easier. Due to lack of funds, however, neither the books nor the software were available. Microsoft Publisher 98 was the chosen software because the students were most familiar with that software. Because there were no textbooks, no knowledge of someone who knew how to effectively create web pages, or a technical support phone number, the class had a difficult time solving problems as they arose. Some problem solving methods the class used was using the help feature in Microsoft Publisher 98, asking other people for suggestions, or when all else failed trying something and seeing if it worked.

### Content

When the project is completed the learners should be able to create a simple web page, which consists of links, effective navigation, and good web design elements. The prerequisite skills are the ability to recognize good print design elements and be familiar with Microsoft Publisher 98. According to the National

Education Business Association (1998), the need to know HTML code is decreasing because more software companies are creating user-friendly applications to build web pages. With this knowledge and knowing the time limitation, the instructors did not focus on learning and teaching HTML. Several methods of instruction were considered when teaching students the basic skills needed for effective web creation. The ideal method would be having a community member come in every Friday and assist the class in designing the web site, but the instructors were unable to contact someone. The chosen method was to use the personal knowledge of the instructors and to examine different web sites including schools, businesses, and personal sites.

### Environment

The ideal environment to execute this project would be one that had computers, which are connected to a file server so the students could easily share files. A field trip could be taken to a web designing business so the students could see the entire process in one location. If the students had the prerequisite skills, the project could be started in the fall semester rather than the spring semester. The environment in which this project was completed was in a computer lab, which had computers connected to a server so students could share files easily. The time of year was in the spring semester right after lunch.

### Learner

Through interviews, observation, and talking with other teachers, information regarding the learners was gathered. The class consisted of four males and four females ranging in grade levels from tenth grade to twelfth grade.



Two males and one female joined the class at second semester so these students were not familiar with Microsoft Publisher 98 at the beginning of the semester.

The students who joined the class second semester also need to be taught the basic print design elements. All the students preferred to learn information through demonstration and hands-on activities compared to lecture. None of the students had previous experience creating web pages nor had any physical disabilities.

Three students had low reading levels while the rest had above average to high reading levels. Several of the students were resource students while one student was taking college classes in addition to her high school classes. The lower ability level students had low retention rates and were intimidated by the idea of creating a web page. They were easily frustrated when learning something new. Most of the students enjoyed working with other people on projects. All the students have had at least one semester of keyboarding or some other computer class before enrolling in the Applied Communications class.

After the needs assessment was conducted, the class determined how they were going to accomplish this project. First they considered their audience and the purpose of the web site. Just as web pages were originally intended to distribute information to large groups of people (Sweet, 1997), the students wanted to distribute information to prospective families and businesses about Centerville High School. The students also wanted it to be a place for current students and community members to go to learn about topics that interested them such as opinions and sporting events.



After brainstorming and grouping the different topics, a flow chart was drawn to show how a user would navigate throughout the web site. As Clayton (1997) noted the load time for a page should take no more than two minutes. Other designers (Cottrell and Eisenberg, 1997) suggest that web authors should avoid flashing text or insufficient color contrast, keep pages short, and focus on meeting the needs of the potential audience. Structure and consistency are essential when designing a web page (Williams and Tollett, 1998). The students tried to keep graphics to a minimum, the color scheme was in some shade of the school colors, and the page layout style was made consistent within specific areas especially for the faculty section because it would be easier for students to look for their assignments.

After the basic layout of the web page was decided, pairs of students volunteered to create different sections. Each pair consisted of one person who was familiar using Microsoft Publisher 98 and one person who was not as confident. Each group broke the task into smaller sections with dates of when they wanted to accomplish the task. A calendar showing each group's deadlines was typed and distributed to the members of the class.

During the week, groups gathered information from teachers, students, coaches and administrators through interviews and typed surveys. Every Friday class was designated for the students to work on the computers creating the web pages. As each group created its section, the file page was saved in a shared directory so other members of the class could access the file. Each section was a web page, and a group was responsible for a specific page. As each section was

completed, the students copied it into a file named “homepage”. The homepage file is where the entire web site is located. Copying all the information into one file was the only way known to link all the pages together. Also for the technology coordinator it was easier to have only one file to upload to the server.

As each section was created, the instructors and other students critiqued the page. There was constant discussion on what each group was doing and about problems they may have encountered. Because there were very few printed resources, the class had to depend on the members and instructors to find solutions. It was not uncommon to hear someone say, “Does anyone know how to do . . . ?”

The class had different students, teachers, and community members evaluate the web site. Given this information and other software problems, changes in layout and design had to be made for various reasons. At this time there are still a few errors with the site, but the instructors are currently trying to correct them.

The web site basically consists of eight sections—the district home page, the high school home page, the opinion page, a school calendar, student spotlight, sports page, faculty page, and a fad page.

- The district home page states the number of schools in the district, and the only live link is the one to the high school home page. (See Appendix)
- The high school home page has general information such as number of students, types of programs, security measures, and the different departments in the school. (See Appendix)



- The opinion page consists of different people voicing their opinions on a given topic. (See Appendix)
- The school calendar lists all the activities of different teams, clubs, and organizations. (See Appendix)
- The student spotlight page focuses on a Centerville High School student. This is an important section because even though it is a small school, not all the students know each other. Hopefully this section will bring more unity among the students. (See Appendix)
- The sports page focuses on the different sports teams because not all of them get equal coverage in the local paper. (See Appendix)
- The faculty page lists all the staff members and the departments they work in. The faculty members whose names appear in white have a separate page which has personal information and the classes they teach. When a student or parent links to the teacher's personal page, they can have information regarding projects and assignments. (See Appendix)
- The fad page informs adults and incoming students what is popular at Centerville High School. (See Appendix)

### Conclusion and Recommendations

This process took the entire semester and had many stumbling blocks. As educators know, stumbling blocks can be “learning opportunities”. There were many “learning opportunities”. These opportunities are the bases for recommendations for future classes.



The author recommends allowing the class to purchase software that is more reliable and has better technical support than the one provided. The author suggests Claris Home Page, which has a book and provides good technical support. Often times when students would be working on various files, an “illegal operation” error message would appear. Thus causing the students to start over because they could not retrieve any information. Even though the files were saved in three different locations, the error would still occur. The technology coordinator and the instructors could not find a solution to this problem. This caused much delay in the creation process.

The author suggests the instructors attend workshops on web page design before embarking on a project like this. The workshops can equip the instructors with some HTML coding skills so they can correct some of the problems. This will also give the instructors an opportunity to do some networking which will be another resource.

The basic web page design is already created, so next year’s class will be able to maintain the page and have more time to refine it. The author suggests changing different sections (such as sports, opinion, and fad) every two weeks while updating the teachers’ assignments every week. The students should continue to work on the web page every Friday so the technology coordinator has time to upload the changes over the weekend. At the beginning of the year, the new class will need to update the staff positions that have changed. They may want to issue personal data sheets to the new staff so they can have the information quickly.

The author has learned a great deal from doing this project. Refining a project always takes longer than the initial set up. Even though one may have little knowledge on how to do something, sometimes the best way to learn is to just jump right in. When teachers do not know all the answers, students realize that the learning never stops.



## References

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## Appendix

# Centerville Community District

[DISTRICT HOME PAGE](#)[HIGH SCHOOL](#)[LAKEVIEW](#)[CENTRAL](#)[LINCOLN](#)[GARFIELD](#)[MYSTIC](#)[CINCINNATI](#)

Centerville Community School District  
consists of five elementary buildings, one  
middle school, one junior high, and one  
high school.

# CHS Home Page

[HOME PAGE](#)[OPINION PAGE](#)[CALENDAR](#)[STUDENT SPOTLIGHT](#)[SPORTS](#)[FACULTY PAGE](#)[FAD PAGE](#)[DISTRICT HOME PAGE](#)

Centerville High School consists of approximately 500 students and 62 staff members. The programs offered at Centerville High School are general education, special education, and college credit.

The security at Centerville High School is great. The following is provided: a security system, period by period supervisors, cooperation with the police department and canine crew for locker search, and a monitor telephone system.

Centerville High School built an addition in 1998. The new wing consists of Family Consumer Science Department, Business Technology Department, Fine Arts Department, Agricultural Education Department and the Industrial Technology Department. Centerville High School also has an ICN (Iowa Communications Network) room, 3 computer labs, a weight room. The traditional building houses academic classes, science labs, the library, the gym, and administrative offices.

[Home Page](#) [Opinion Page](#) [Calendar](#) [Student Spotlight](#) [Sports](#) [Faculty Page](#) [Fad Page](#)





# Opinions



## Question asked:



[HOME PAGE](#)

What do you think about body piercing and tattoos?

## Comments:



[OPINION PAGE](#)

**"I'm gonna get my nose pierced;  
it dresses your body up."—Andy L.**

[CALENDAR](#)

"I don't really care for body piercing, unless it's on the ears,  
and not on guys."—Luke G.

[STUDENT SPOTLIGHT](#)

"I think it's cool; I don't see why people think it's wrong!"—Brandon S.

[SPORTS](#)

*"I think it's just a current fad."—Sharon W.*

[FACULTY PAGE](#)

**"I dig 'em!"—Kodi B.**



[FAD PAGE](#)

**"IT'S YOUR BODY AND YOU CAN DO WHATEVER YOU  
WANT WITH IT."—JEREMEY C.**

[DISTRICT HOME PAGE](#)

*"It makes some people look odd."—Curtis D.*

*"Individual expression from the soul" —Dana M.*

Individual Expression frees the soul. — Dana M.



[Home Page](#) [Opinion Page](#) [Calendar](#) [Student Spotlight](#) [Sports](#) [Faculty Page](#) [Fad Page](#)

# Calendar

[HOME PAGE](#)
[OPINION PAGE](#)
[CALENDAR](#)
[STUDENT SPOTLIGHT](#)
[SPORTS](#)
[FACULTY PAGE](#)
[FAD PAGE](#)
[DISTRICT HOME PAGE](#)

## June 2000

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
|     |     |     |     | 1   | 2   | 3   |
| 4   | 5   | 6   | 7   | 8   | 9   | 10  |
| 11  | 12  | 13  | 14  | 15  | 16  | 17  |
| 18  | 19  | 20  | 21  | 22  | 23  | 24  |
| 25  | 26  | 27  | 28  | 29  | 30  |     |

### Schedule of Events

- May 26—Last day of school, 10:00 a.m. Graduation Rehearsal, Grades 9-11 Semester Tests, Boy's State Track
- May 27—Boys' State Track
- May 28—2:30 p.m. High School Commencement, Lakeview Gym
- May 29—Memorial Day
- May 30—7:30 a.m. CEA Breakfast, Green Circle; Teacher Workshop Day, Grades Due, Girls' State Golf, V-JV Girls' Softball, Mt. Pleasant, here
- May 31—JV-V Girls' Softball, Harmony, there
- June 1—JV-V Girls' Softball, Seymour, there; JV-V Boys' Baseball, Ottumwa, here
- June 2—TBA Girls' Softball, Urbandale Tournament
- June 3—TBA Boys' Baseball Little Red Tournament, here
- June 5—Girls' Softball, 8 HD Wayne, there; VDH Boys' Baseball, Albia, here
- June 6—JV-V Girls' Softball, Pella, here; JV-V Boys' Baseball, Pella, there
- June 7—JVHD Girls' Softball, Albia, here; 9DH, Boys' Baseball, Albia, there; VDH Girls' Softball, Fairfield, here; VDH Boys' Baseball, Fairfield, there
- June 8—JV-V Girls' Softball, Davis Co., here; JV-V Boys' Baseball, Davis Co., there
- June 9—8 JV-V Girls' Softball, Oskaloosa, here
- June 10—TBA Girls' Softball, Eddyville-Blakesburg Tournament, there
- June 12—JV-V Girls' Softball, Eddyville-Blakesburg, here; JV-V Boys' Baseball, Eddyville-Blakesburg, there
- June 13—8 JV-V Girls' Softball, Knoxville, there; JVDH Boys' Baseball, Knoxville, there

- June 14—8 JV-V Girls Softball, Wayne, there
- June 15—8 JV-V Girls' Softball, Clarke, there; JV-V Boys' Baseball, Clarke, here; 9DH Boys' Baseball, Pella, here
- June 16 and 17—TBA, Girls' Softball, Wilton Tournament, there
- June 17—TBA TJ Boys' Baseball Tournament, Council Bluffs, there
- June 19—9 JV-V Girls' Softball, Chariton, here; JV-V Boys' Baseball, Chanton, there
- June 20—JV-V Boys' Baseball, Oskaloosa, here
- June 21—JV-V Girls' Softball, Keokuk, here; JVDH Girls' Softball, Albia, there; JVDH Boys' Baseball, Albia, here
- June 22—JV-V Girls' Softball, Albia, here; JV-V Boys' Baseball, Albia, there; 9DH Boys' Baseball, Chariton, there
- June 23—JV-V Girls' Softball, Cardinal, here; Boys' Baseball, Big Red Tournament
- June 24—TBA Girls' Softball, Clarke Tournament, there
- June 26—JV-V Girls' Softball, Davis Co., there; JVDH Boys' Baseball, Davis Co., here
- June 27—JVDH Girls' Softball, Davis Co., here
- June 28—JV-V Girls' Softball, Melcher-Dallas, there; JV AB TR Girls' Softball, Moravia, there; JVDH Boys' Baseball, Davis Co., here
- June 29—JV-V Girls' Softball, Eddyville-Blakesburg, there; 8 DH Girls' Softball, Wayne, here; VDH Boys' Baseball, Eddyville, here

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# Student Spotlight

## Taren C.

[HOME PAGE](#)

Taren lives with her mother and father. She has an older sister and a younger brother.

[OPINION PAGE](#)

Taren is a senior at Centerville High School and is maintaining a 4.0 gpa. Cheerleading and track are her main extra-curricular activities.

[CALENDAR](#)[STUDENT SPOTLIGHT](#)

Her hobbies include sleeping, driving around the square and singing loudly.

[SPORTS](#)[FACULTY PAGE](#)[FAD PAGE](#)[DISTRICT HOME PAGE](#)

Taren plans on taking a pre-med course at Iowa State University and will live wherever her career takes her.

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# Sports

See you in the fall!

HOME PAGE

OPINION PAGE

CALENDAR

STUDENT SPOTLIGHT

SPORTS

FACULTY PAGE

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# Faculty Page

[Home Page](#)
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[Ray Miller](#)
[Roger Campbell](#)
[Montz, Dana](#)
[Bailey, Gary](#)
[Hill, Camie](#)
[Pauley, Christine](#)
[Casey, Larry](#)
[Gander, Rich](#)
[Dusablon, Rosemary](#)
[Faris, Tod](#)
[Mobley, Joan](#)
[Sandberg, Roy](#)
[Lechtenberg, Catherine](#)
[Strickler, Dianne](#)
[Knott,](#)
[Jim](#)
[McDaniel, Susan](#)
[Uhlenhake, Kathy](#)
[VanBlaricon, Shelia](#)
[Kruzich, Matt](#)
[Maddy, Stan](#)
[Beatty, Rob](#)
[Keilig, Richard](#)



Pederson, Wayne

Plosch, Jason

Durley, Kayleen

Busch, Robert

Hartman, Dennis

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# CHS STAFF



## Catherine Lechtenberg

Degree: B.A., Mount Mercy College;  
Masters, University of Northern Iowa.

Started working at Centerville in  
1995.

Extra-Curricular Activities: Student  
Council

Enjoys spending time with family,  
reading, and spending time outside.

Mrs. Lechtenberg likes teaching at  
CHS because of the students and  
staff.

| <u>CLASS</u>                 | <u>ASSIGNMENTS</u> | <u>DUE DATE</u> |
|------------------------------|--------------------|-----------------|
| Accounting                   |                    |                 |
| Computer Applications        |                    |                 |
| Applied Computer Keyboarding |                    |                 |

|                        |  |  |
|------------------------|--|--|
| Keyboarding            |  |  |
| Applied Communications |  |  |
| Record Keeping         |  |  |
| Business Law           |  |  |



# If you want to be bad, check out the fad!

## HOME PAGE

## OPINION PAGE

## CALENDAR

## STUDENT SPOTLIGHT

## SPORTS

## FACULTY PAGE

## FAN PAGE

## DISTRICT HOME PAGE




From the information collected, the most popular hang-out in Centerville is the square. Some of the others mentioned were the bowling alley and Lake Rathbun.

Top 5 music:  
1. *Boyz n the City*  
2. *Run-DMC*  
3. *MC Hammer*  
4. *MC Hammer*  
5. *MC Hammer*

Top 5 movies:  
1. Grease  
2. American Pie  
3. Night at the Roxbury  
4. 10 Things I Hate About You  
5. Never Been Kissed

What are some popular clothing stores?



- Abercrombie & Fitch
- American Eagle
- The Buckle
- Gadzooks
- The Gap
- JC Penny
- Maunices
- Old Navy
- Wal-Mart
- Von Maur

Certain styles of clothing are popular in the 70's: capri pants, harem pants, and fish pants. Some quotes from Centerville High School students:

"To each their own, it's not really our style. Everyone wears what they feel most comfortable in."

"I don't like the 70's style, it's too baggy."

